accompany their parents on itinerant canal boats, or for youngsters reared in rurally remote environments, such as the Kentucky mountaineers, who were cut off from all cultural contacts, the evidence has pointed to a serious I.Q. drop below the average, and also to a decrease in average I.Q. as the children grew older. Invariably, too, the cultural level of the homes was low. Explanations usually stressed possible selective factors, such as that the more progressive people move away to the cities, while the less progressive are left behind on the farm or in the hills.

Ralph Edwards, the "Crusoe" of Lonesome Lake, is an illustration of selection in reverse, for in his case it was ambition, initiative, ability, and stick-to-it-iveness that led this Crusoe in 1912, at the age of twenty-one, to leave civilization and to pioneer a virgin, almost inaccessible wilderness alone. With only fourth-grade schooling behind him, and no help from anyone in his new surroundings, he was able to do such things as master the principles of physics, higher mathematics, calculus, and aeronautics, set up a sawmill and a trolley system with which to cut and erect heavy logs to build his home single-handed, generate his own electricity, construct an aeroplane, install an engine, and at sixty-two obtain a pilot's licence after only twenty-eight hours of instruction!

Over the years, Ralph and his wife supervised the schooling of their three children, with the help of correspondence courses, the only instruction ever available to them. At twenty-four, the youngest child, a girl, matched her father in mathematics and aeronautics, and also secured her pilot's licence in short order. Furthermore, she was credited by a university professor with a first-hand knowledge of botany equal to that required for a college degree in that subject! It was this same girl, Trudy, who alone in all the world, was able to secure the five trumpeter swans—now in England—which Canada presented to Queen Elizabeth at the time of Her Majesty's Canadian visit!

Few people can read this book without getting excited about the remarkable tale of man against the wilds, and still fewer social scientists can drop it without wanting to check its implications scientifically: what, for instance, would be the measured intelligence of these people of good, native stock who spent their lives in such geographic and cultural remoteness and who yet came out so far ahead? What would be the findings for other children, now growing up in the east Bella Coola Valley, almost as completely cut off as was the Crusoe family from formal schooling of even the simplest sort, and living on homesteads so widely separated, and in terrain so rugged that "neighbourly" visits cannot be planned except in extraordinary circumstances? What would a scientific survey, conducted by qualified psychologists, reveal statistically for these frontier children whose well-endowed parents have chosen to leave the comforts of elsewhere behind them, and take up homesteads in the wilderness of the far northwest?

There is only one way to find out!

GLADYS C. SCHWESINGER

SOCIOLOGY

Sutherland, Robert L., Woodward, Julian L. and **Maxwell, Milton A.** *Introductory Sociology.* Chicago, Philadelphia and New York, 1956. Lippincott. Pp. xii + 598. Price $6·25.

THIS IS THE fifth edition of an American textbook of sociology for undergraduates which first appeared in 1937. The book was completely revised in 1952 when a third author joined the original two, helped expand the sections dealing with culture and the development of personality and aided in the labour of bringing the work up-to-date. The history of these editions hence reveals something of the trends within sociology and the development of new emphases, particularly in the American social sciences.

The textbook is admirably produced and the material is carefully presented with copious references (graded either A or B according to difficulty) and there are many effective illustrations. The authors' avowed aim is not to burden the student with more sociological theory than is necessary for the acquisition of a "sociological viewpoint" and for an appreciation of the major contributions to the field. Perhaps this accounts for an approach which makes one reference to the work of August Comte, three to the contributions of Herbert Spencer and none to de Tocqueville, in contrast to the abundant references to the work of various psychiatrists

and psychologists whose concepts are presumably regarded as of greater relevance.

A wide range of material is encompassed and the authors attempt to define sociology by setting it in the context of the social sciences and other disciplines upon which it impinges. While arguing in favour of the need for a scientific approach to the subject, they cautiously discard the early attempts of sociologists who sought to establish general principles and laws and who were optimistic in their assessment of evolutionary trends. The non-committal concept of social change takes the place of the wishful nineteenth-century assumption of social progress.

This textbook will be of value to sociology students everywhere but it might perhaps be used rather as an introduction to American sociology. The authors are at great pains to point out that science (and the social sciences) are international and interdependent, but inevitably this is a description of American society and its institutions. There is, indeed, a case to be made out for regarding "American civilization" as something in many ways distinct from "Western civilization" (as indeed Professor Lerner has done in his recent book *America as a Civilization*). Americans have unique opportunities for studying communities of different racial, religious and historical backgrounds; for tracing the manifold effects of social mobility and for examining subcultural influences. Moreover, there is what might almost be called a national characteristic of self-appraisal, a willingness to subject the self in its relationship with social environment to sharp, critical scrutiny which goes well with an examination of social roles dealt with at some length in the book. In a country where there is a universal aspiration towards a favourable change of social roles during life, there is a strong and perhaps compensatory emphasis on the need for individual adjustment to and integration with society which pervades American social and psychological thinking. The dangers have been described by William H. Whyte Jr. in his brilliant study of the *Organization Man*.

It might be thought that in the section dealing with personality (Man's Social Nature) a disproportionate emphasis has been given to mental disorder. Some of the material in chapter 10, which quotes, *inter alia*, psychiatric case histories, the American Psychiatric Association's definition of organic psychoses and deals in detail with mental abnormality and the causes of personality disorders, would be more appropriate in a textbook of psychiatry. The authors seem to have accepted at least one account of the existence of a wolf-child as authentic, although it is open to question. However, the thesis about human personality development it is used to illustrate is presented in a clear and cogent manner and the general discussion of this subject is admirable.

The prefacing of sections with vivid descriptive passages drawn from various sources is reminiscent of the "reportage" methods of many modern American writers and will no doubt stimulate the interest of young students. It is typical of the care and ingenuity which the authors have used to achieve what must be regarded as a most successful treatment of a difficult subject.

CONSTANCE ROTH

WORLD RESOURCES

Darwin, Sir Charles G. *The Problems of World Population.* (The Rede Lecture, 1958). London, 1958. Cambridge University Press. Pp. 42. Price 3s. 6d.

"MOST FERTILE BUT UNWISE" would sum up Sir Charles Darwin's view of the human race, and it would be interesting to see how even the most fervent anti-Malthusian would attempt to confute him on the facts given in this Rede Lecture. Indeed, on facts alone, Sir Charles is all too safe: such few inaccuracies as might be sifted out from his several hundred statements could be handed to his opponents as concessions. For instance, he puts the present increase of world population at 90,000 a day—and it has since been estimated at 125,000; he opines that there will be 5,000 million people on the globe in fifty years' time—and he may well be 1,000 million short of reality. But how reassuring if he could be flatly contradicted on all counts!

Such rejoinders as may be found, however, to Sir Charles's warnings must rest on interpretation and counter-hypothesis. Utilizing his data like a weather-forecaster rather than a prophet, he reasons that human nature, now abetted by the death-control that Science has almost